

## MIDLAND PARK ELEMENTARY

2415 Midland Park Road  
N. Charleston, SC 29418

**GRADES** PK-6 Elementary School

**ENROLLMENT** 549 Students

**PRINCIPAL** Susan Miles 843-574-2183

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	13	65	51	3

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Below Average	Unsatisfactory	No

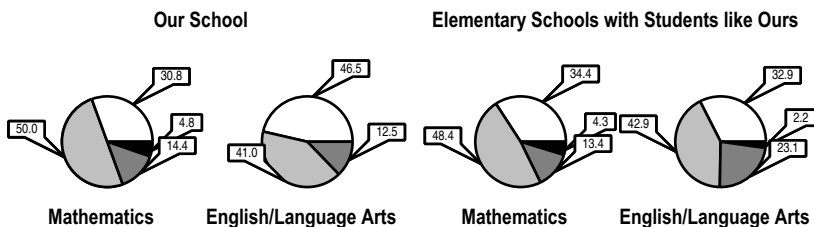
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	304	95.1	45.2	42.0	12.8	0.0	22.0	Yes	Yes
<b>Gender</b>									
Male	159	95.0	50.4	37.8	11.9	0.0	17.0		
Female	145	95.2	39.1	47.0	13.9	0.0	27.8		
<b>Racial/Ethnic Group</b>									
White	74	100.0	34.4	44.3	21.3	0.0	39.3	Yes	Yes
African-American	162	100.0	45.5	43.4	11.0	0.0	17.2	No	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	65	76.9	59.5	33.3	7.1	0.0	14.3	No	No
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	269	94.4	40.6	44.7	14.7	0.0	24.4		
Disabled	35	100.0	75.8	24.2	0.0	0.0	6.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	301	95.0	44.9	42.1	13.0	0.0	22.3		
<b>English Proficiency</b>									
Limited English Proficient	55	72.7	71.4	22.9	5.7	0.0	11.4	I/S	I/S
Non-Limited English Proficient	249	100.0	40.9	45.1	14.0	0.0	23.7		
<b>Socio-Economic Status</b>									
Subsidized meals	274	94.9	46.4	42.3	11.3	0.0	21.2	Yes	Yes
Full-pay meals	29	100.0	35.7	39.3	25.0	0.0	28.6		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	304	100.0	32.0	49.2	14.1	4.7	32.4	Yes	Yes
<b>Gender</b>									
Male	159	100.0	33.6	48.2	14.6	3.6	33.6		
Female	145	100.0	30.3	50.4	13.4	5.9	31.1		
<b>Racial/Ethnic Group</b>									
White	74	100.0	21.3	41.0	21.3	16.4	42.6	Yes	Yes
African-American	162	100.0	35.2	53.1	11.0	0.7	29.0	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	65	100.0	37.5	45.8	14.6	2.1	27.1	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	269	100.0	27.8	51.1	15.7	5.4	35.4		
Disabled	35	100.0	60.6	36.4	3.0	0.0	12.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	301	100.0	32.0	49.4	13.8	4.7	32.4		
<b>English Proficiency</b>									
Limited English Proficient	55	100.0	43.9	43.9	9.8	2.4	22.0	I/S	Yes
Non-Limited English Proficient	249	100.0	29.8	50.2	14.9	5.1	34.4		
<b>Socio-Economic Status</b>									
Subsidized meals	274	100.0	34.2	49.1	12.7	3.9	29.8	Yes	Yes
Full-pay meals	29	100.0	14.3	50.0	25.0	10.7	53.6		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	83	98.8	31.9	46.4	21.7	N/A	21.7
	<b>Grade 4</b>	87	100.0	41.8	41.8	16.4	N/A	16.4
	<b>Grade 5</b>	77	100.0	49.2	44.4	6.3	N/A	6.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	78	100.0	33.8	35.3	30.9	N/A	30.9
	<b>Grade 4</b>	83	100.0	44.0	44.0	12.0	N/A	12.0
	<b>Grade 5</b>	79	100.0	46.6	49.3	4.1	N/A	4.1
	<b>Grade 6</b>	65	98.5	58.9	30.4	10.7	N/A	10.7
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	83	100.0	27.1	41.4	20.0	11.4	31.4
	<b>Grade 4</b>	87	100.0	22.4	44.8	22.4	10.4	32.8
	<b>Grade 5</b>	77	100.0	25.4	55.6	15.9	3.2	19.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	78	100.0	22.1	61.8	10.3	5.9	16.2
	<b>Grade 4</b>	83	100.0	33.3	48.0	14.7	4.0	18.7
	<b>Grade 5</b>	79	100.0	35.6	46.6	13.7	4.1	17.8
	<b>Grade 6</b>	65	100.0	35.1	38.6	21.1	5.3	26.3
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 549)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.5%	N/A	3.5%	2.7%
Attendance rate	96.1%	Down from 98.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%		5.4%	3.5%
Eligible for gifted and talented	5.4%	Up from 2.8%	5.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.3%	Up from 7.1%	8.0%	8.2%
Older than usual for grade	3.5%	Down from 18.6%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	51.1%	Down from 53.7%	49.5%	51.4%
Continuing contract teachers	64.4%	Down from 73.2%	80.0%	87.5%
Highly qualified teachers**	97.1%	N/A	92.8%	95.0%
Teachers with emergency or provisional certificates	5.7%		3.2%	0.0%
Teachers returning from previous year	82.2%	Down from 83.1%	83.0%	86.7%
Teacher attendance rate	95.8%	Down from 96.1%	94.7%	94.9%
Average teacher salary	\$37,709	Down 0.5%	\$39,494	\$40,760
Prof. development days/teacher	15.1 days	Up from 10.4 days	13.4 days	12.4 days

School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.1 to 1	17.2 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 93.1%	89.0%	90.0%
Dollars spent per pupil*	\$5,604	Up 1.6%	\$6,890	\$6,044
Percent of expenditures for teacher salaries*	66.7%	Down from 68.9%	63.9%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	71.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We have experienced exciting academic success at Midland Park Elementary School. We experienced gains on PACT for spring 2003 and anticipate the scores form the spring 2004 administration to be even better. These gains brought our report card grade from below average to average. This increase in our test scores enabled us to become of the South Carolina's Silver Award winning schools. We are beginning our 2nd year of the South Carolina School Improvement Grant, which focuses on reading and behavior. Teachers have worked diligently solidifying the state standards, participating in professional development activities that reinforce the standards, and teaching the standards in a PACT-like fashion. This requires more higher-level thinking activities for students. All teachers have been trained in 6-traits, which involves extensive writing across the curriculum. Parents are seeing a more active approach by teachers and students in the teaching/learning experience.

The focus of Charleston County Schools is on increasing student achievement in reading and mathematics. Effective teaching, student attendance, active student participation, and classroom management go hand-in-hand and are critical for academic success. Please work with your child's teacher to help cement the "building blocks" upon which learning takes place. We ask for your continued support as we move forward in our quest for excellence. It is our deepest hope that our Midland Park family will help each child reach his/her fullest potential. Join us as we celebrate our successes and work through our challenges. The possibilities at Midland Park are never ending.

Susan Miles, Principal

Sharlene Simmons, School Improvement Council President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	42	51	15
<b>Percent satisfied with learning environment</b>	90.5%	84.3%	84.6%
<b>Percent satisfied with social and physical environment</b>	87.8%	76.5%	92.3%
<b>Percent satisfied with home-school relations</b>	46.3%	90.2%	57.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.